MINISTERIAL ADDRESS
on
The National Workshop for The Undertaking of
The Education for All Mid-Decade Assessment

Honorable guests:
The UNESCO Representative to Indonesia and the Director of UNESCO Cluster Office, Dr. Hubert Gijzen

The Australian Government as Coordinator of ESWG that is now Represented by H. E. the Ambassador, Mr. Bill Farmer

Honorable Guests- all members of ESWG or their representatives
All Ministry of National Education Officials
Ladies and gentlemen

Good Morning and Assalaamu A’laikum Wr.Wb

I am honored to be here with you this morning at the opening of the National Workshop for The Education for All Mid-Decade Assessment in Indonesia. Shall I extend my sincere appreciation to UNESCO, especially the UNESCO Jakarta Cluster Office and the UNESCO Institute for Statistics for their supports that has made this remarkable gathering possible. UNESCO is the leading agency for EFA globally and we feel their strong support to Indonesia in achieving EFA goals.

Special thanks I would convey to the Australian Government as Coordinator of the Education Sector Working Group and all honorable ESWG members for their continuous assistance for the development of education in Indonesia, including Education for All that is now we are here for.
The recently created Education Sector Working Group is one of the key mechanisms of the EFA movement in Indonesia, serving to bring together professionals in the field who share a high level of expertise and experience as well as a strong commitment to the achievement of the EFA goals. In my convening role, I am pleased that the ESWG is now an established monthly forum for debating emerging concerns and taking stock of important trends and developments related to education sector development in Indonesia.

As stipulated in the constitution, every Indonesian citizen should have access to the basic education as fulfillment of his or her basic human rights. This is inline with the article 26 of the Declaration of Human Rights that education is an integral part of the basic human rights. In addition to nurturing human personality, education is considered as means in strengthening people’s respect on the fundamental human rights, dignity, and freedom, and promoting mutual understanding, and inter-country’s cohesiveness that have become determining factors in the endeavor to sustain the world peace.

Education is a deliberate endeavor to develop basic learning skills and basic learning content as I learn from documents of the Education for All. The Declaration defines basic learning need to comprise both essential learning tools (i.e., literacy, verbal expression, numeracy, and problem solving), and basic learning content (i.e., knowledge, skills, values, and attitudes). Both are required by human being to be able to survive and to develop their capacity to participate fully in development and to improve the quality of their lives. Beyond that point of view, these capacities will urge the nations of the world to intensify efforts in favor of meeting basic learning needs. The Government of Indonesia realizes that our participation to engage in the Education for All, have enabled us learn on essential principles of education.

The movement of Education for All has emerged to reflect spirits of the nations in the world to develop quality of education for all especially in fulfilling children right to obtain basic education. The spirit that is reflected in the Dakar Plan of Actions (April 2000), six targets were set up to be well accomplished in the year 2015. In response, the government of Indonesia has developed a number of
relevant policies and programs as shown in the Strategic Plan of the MoNE 2005-2009, toward accomplishing each of the Dakar targets as planned or even earlier. I am glad to share with you all on our progress and accomplishment of the Dakar targets in the framework of Education for All, as follows.

First, the newly introduced early childhood education has progressed and well expanded through empowering community participation in establishing ECE services, especially among those wealthier families in urban areas. The government of Indonesia now attempts to prioritize programs to establish ECE services among the poor families including those in rural areas. I believe that this strategy will promote greater expansion of the ECE program through formal as well as non-formal services, toward the accomplishment of the Dakar target as planned.

Second, the expansion of basic education in Indonesia, through the Compulsory of Nine-year Basic Education program, started in 1994, has become one of the most successful programs among nations. However, after the devastated economic crisis before the turn of the century, the progression of basic education expansion was slowing down. Having improved education budgets toward 20% of the state budget, the Ministry has attempted revitalizing the Compulsory of Nine-year Basic Education program in many respects, such as: rehabilitate school buildings, procure textbooks and facilities, provide learning materials, improve teacher professionalism, and provide school operational cost that are managed toward realizing free-basic education. All those endeavors are intended to promote greater expansion and improvement of quality basic education to fulfill the Dakar target.

Third, as stipulated in the Strategic Plan of MoNE 2005-2009, the Government has set up an ambitious target for improving adult literacy among population age 15 or older. By the end of 2009, the percentage of illiterate people is to be reduced down to 5% or accelerated six years ahead of the Dakar target. The number of illiterates to eradicate within the five year period is quite significant, such as about 7.7 million people. In order to accomplish this target, the Government has issued legislation to promote literacy program
through Presidential Instruction on the national movement of combating illiteracy.

Fourth, the life skill education is managed to accomplish the Dakar Target such as through investing in many different targets of life skill program through school as well as out-of-school education. The Government through its strategic plan has set up some percentages of dropouts and un-pursued graduates to engage in many types of non-formal life skill education programs that are aimed to improve capacity of participants to work or run own businesses. In the formal schooling, the life skill educational content has been incorporated into the curriculum and instruction for the students to improve mastery of competency in many different subject matters.

Five, Indonesia has achieved a significant progress to accomplish Dakar target in improving the gender equality and equity in education. By 2006, the Gender Mainstreaming program in the MoNE has successfully improved parity of net enrollment ratio in basic education and general senior secondary education, and therefore the 2005 target for equalizing boys and girls’ access to basic and secondary education has been well accomplished. In the future, the Gender Mainstreaming program is to sustain improvement of gender-responsive quality of education and achieving the gender equality, toward the accomplishment of the Dakar target on gender in all levels of education in 2015.

Finally, newly introduced reforms on quality improvement have emerged since the Government Regulation 19/2005 on national education standards was issued. This shows that educational quality improvement shall be embedded throughout the systems of educational management that ranges from the central, provincial, and district offices of education, and school. The quality improvement effort is based on the national standards of education, namely, competency, content, process, evaluation, teacher, facilities, and financing standards set up by an independent body called Board of National Standard of Education (BSNP). Based on the standards, the board implements national annual examination system of which results are to be used for building a roadmap on educational quality throughout the country. This roadmap will be valuable for the
government as input to implement quality assurance programs that is the responsibility of each respective Directorate Generals within the ministry and related educational offices in the local government.

Today meeting agenda is linked to the major point of the global commitment for EFA – regular monitoring and assessing the progress of achieving EFA goals in each state. On the High Level EFA Group meeting and the Education Ministers’ meeting in Beijing last year we all agreed to undertake from 2006 to 2008 the EFA Mid-decade Assessment. The EFA Mid-decade Assessment on the national and sub-national levels aimed at identifying problems, issues, policies and strategies of education reform to ensure that education will reach the un-reached groups half-way through the decade (2000-2010).

This is also very important for Indonesia as most of the EFA goals our government would like and ready to achieve by year 2009 as we stated in or EFA National Action Plan and RENSTRA- Strategic Plan for Developing Education 2005-2009. At the halfway point to 2015, a mid-term review will be used to better formulate appropriate policies for attaining EFA by the year 2015 using Sector Wide Approaches in Education.

Possibly the EFA MDA results would be discussed in the E-9 Ministerial Level Meeting which Indonesia is going to host in 2008.

With referring to the ESWG Principles of Partnership I would like to emphasize that EFA MDA will:

- Be undertaken under the National leadership, implementation and management;
- use the Methodology in accordance with international standards;
- check the National policy relevance and usability for EFA strategy and management;
- strengthen the effective capacity building strategy;
- focus on the quality assurance measures.

This work can not be done by the Government alone and it requires to be shaped by extensive consultations with our partners – ESWG members and their valuable assistance. In March 2006 I asked ESWG Chairman and UNESCO to assist the Ministry of National Education and the National EFA Task Force to undertake the EFA MDA and
coordinate the technical assistance to support Government's preparation of the EFA Mid-Decade Review Report. I happy to see the speedy reaction from UNESCO on behalf of the ESWG for assisting to organize today’s workshop. In this light, I am recalling the ESWG members for their active participation and stating their input to undertake jointly the EFA MDA.

I hope all donor agencies involved to the support of EFA will provide all possible support to the National EFA assessment group and technical groups to carry the assessment.

Ladies and Gentlemen,

Finally, I am glad to observe that this meeting is a good illustration of ESWG and UNESCO exercising their convening role to bring together a range of institutional and individual expertise to examine a number of EFA challenges in a spirit of shared commitment and joint action in Indonesia. For many of us, this is, then, a very intensive time of interaction, listening, sharing and learning. This is as it should be. The EFA challenge is still enormous – it is multi-faceted and complex. It requires our greatest energies and our most creative thinking. We who already enjoy the benefits and fruits of education – all of us here today – must devote ourselves, to the best of our ability and out of fundamental human solidarity, to the achievement of quality basic education for all in Indonesia, for which millions are still waiting.

Again, thanks for your participation, we hope this workshop will give us more knowledge, more cooperation to achieve EFA goals. And I declare this workshop officially open.

Thank you very much.
Wassalamualaikum Wr. Wb.

Presented by Prof. Aman Wirakartakusumah, Indonesian Ambassador to UNESCO on behalf of the Minister of National Education, HE, Prof. Bambang Sudibyo